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DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

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WHAT TO OBSERVE IN TEACHING

In observing the work of other teachers, or in analyzing and judging the results of one's own teaching, it is helpful to keep certain outstanding points in mind. The following questions are suggested as a basis for discussion and self-criticism by teachers in training schools, and as a help to superintendents of nurses and others wishing to establish better standards of teaching in their schools.

I. *The Physical Situation.*

1. General plan of room—size, lighting, heating, ventilation, noise. Were all conditions favorable to good work?
2. Equipment—blackboards, chairs, desks, laboratory materials, etc. Was equipment of good type? Adequate?

II. *The Pupils.*

1. Physical condition—health, personal appearance, condition as to fatigue, etc.
2. General grade of education and intelligence, alertness and responsiveness.
3. Manner, behavior, spirit, attitude toward work and teacher.

III. *The Teacher.*

1. General appearance, manner, voice, poise, physical vigor and energy.
2. Character and spirit, attitude toward pupils, tact, patience, sympathy, decision, etc.
3. Ability to inspire respect and confidence and to hold pupils up to good standards of work.
4. Intelligence, judgment, scholarship, powers of organization and expression.
5. Originality and initiative, resourcefulness, enthusiasm.
6. Preparation and command of subject.

IV. *Class Management.*

1. Orderliness and system in organization of class and laboratory work.
2. Economy of time, energy, materials.
3. Order and discipline. Was it of military type? Was it secured by coercion or by voluntary cooperation?
4. Was general atmosphere businesslike or slack? Stiff and formal, or easy and harmonious?

V. *The Aim of the Lesson.*

1. What was it? Was the main object skill, information, or

appreciation? What was its social value?

2. Was the aim clear and definite?
3. Did the pupils grasp it and enter into it?
4. Was it worked out successfully in the lesson?

VI. *The Subject Matter of the Lesson.*

1. Was the material well selected in view of the aim, ability of pupils, previous preparation, etc.? Would it appeal to them as being worth while?

2. Was it well organized, or more or less scrappy?
3. Were important points given due prominence and due proportion of time?
4. Was the arrangement according to logical or psychological order?
5. Were the facts scientifically accurate and up-to-date?

VII. *The Type of Lesson.*

1. What type of class exercise was predominant—review, drill, lecture, question and answer, demonstration, laboratory, etc?

2. Was the method adapted to the subject and aim of lesson?
3. Was it skillfully handled?
4. Was time well distributed? What proportion of time was taken up by teacher?

VIII. *Teaching Procedure and Results Achieved.*

1. Were pupils interested and attentive? What methods were used to arouse interest?

2. What kind of motives or incentives were utilized? Was the teacher successful in enlisting the individual effort and coöperation of her pupils, or was their part forced and perfunctory?

3. Was the new work based on the pupil's former knowledge and tied up closely to her present experiences?

4. Did the teacher succeed in making all the facts clearly understood?

5. What effort was made to establish correct associations and get groups of facts knit up together?

6. What help was given in fixing facts so that they could be readily recalled?

7. How much ability did pupils show in thinking things out for themselves, in comparing and weighing relative values and reaching reliable conclusions?

8. What effort was made to help pupils to classify and organize their knowledge and to subordinate non-essentials to essentials?

9. What opportunity was given for self-expression?

10. What provision was made for individual differences in age, mental ability, temperament, etc.?

11. What evidences were there, that the pupils were using their knowledge in solving practical problems?

12. How much initiative, self-reliance and power of self-criticism did the pupils show? How much power of independent inquiry and investigation?

13. What definite habits of thinking, feeling or doing were being developed through the method of teaching employed?

14. What efforts were made to establish cross connections between different subjects?

IX. *Questioning.*

1. What kind of questions predominated—verbal, memory or thought questions?

2. Were the questions clear, definite, and well expressed?

3. Were they well distributed? Did the whole class participate?

4. Was enough time given for answers?

5. Were the answers ready, correct, well expressed?

X. *Text-books and Assignments—Helping Pupils to Study.*

1. What use was made of text and reference books?

2. Was the assignment clear and adequate?

3. Did it provide definite problems for the pupils to work on?

4. Did it suggest a stimulus or motive for study?

5. Did it help in solving any special difficulties?

6. Did it assist the pupil in forming good habits of study?

7. What command of supplementary sources of information did pupils have?

8. What use was made of note books?

XI. *Use of Teaching Helps—Blackboard Work.*

1. What kinds of illustrative material were used? Which were most effective?

2. Was the blackboard used to the best advantage?

3. What original or unusual devices were employed?

XII. *Demonstration and Laboratory Work.*

1. What definite results were achieved through the laboratory work?

2. What effort was made to correlate theory and practice?

3. What skill did the teacher show in demonstration?

4. What methods were used to develop good laboratory technic?

XIII. *Summary.*

1. Was this teaching of the higher, lower, or average grade?

2. Was it of the formal, conventional, routine type, or did it show evidences of life, vigor and future growth?

3. What were the especially strong points in it?

4. What were the weak points?